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ABSTRACT

Designed for 7th- and 8th-grade students, five lessons using a block of houses in an urban neighborhood help students learn about the history of a neighborhood, the owners of the houses, and the style and architectural features of the homes. Although this unit has been developed for a specific neighborhood, a similar block study could be conducted in another area. Lesson topics include the following: (1) preparing for a photo study field trip, (2) participating in a photo study field trip, (3) sharing observations and learning from such a field trip, (4) identifying architectural features from photos, and (5) learning to use city directories to locate home ownership information. Appendices include a short bibliography of books on architectural features and style, a sample real estate assessment card, an activity for tracing deed titles, suggestions for organizing a block study, and additional activity suggestions. (LH)

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BLOCK STUDY: LEARNING ABOUT YOUR LOCAL COMMUNITY

by

Catherine Eckbreth

SP 015-231

Arlington Public Schools

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Our special thanks to the staff at the National Endowment for the Humanities for their support to the Project.

Project Description

HISTORY BY THE BLOCK is an educational design seeking to strengthen the teaching of history in the Arlington Public Schools by focusing attention on the role of architecture and the design process in American social history. The program will also focus attention on the redevelopment that is taking place in Arlington at the present time, and will help students understand that what is being built in Arlington at the present time will be left to future generations as a record of our society. In looking at the past in our country, students will be able to discover that buildings are as much a record of the past as any other historical evidence and reveal the tastes and values of a particular time.

Plan of Action

Teacher workshops were held during the summer of 1982 and 1983 to familiarize teachers with architectural concepts and the design process as it fitted into social history. The workshops were followed by writing sessions which translated concepts learned into units of study at several elementary and secondary levels in history and social studies courses. The units written during the summer of 1982 were piloted by several teachers during the 1982-83 school year. They were then evaluated and revised during the summer of 1983. During the same time period experiences in architecture and social history were provided as an inservice program for a much wider group of teachers. The units will be published and distributed widely during the fall of 1983 to all interested teachers.

Curriculum Units

The following units were produced by the project:

Grade Level	Title
4-5	What Did It Look Like Then? Eighteenth Century Architectural Elements
7-8	Freedman's Village: Arlington, Virginia 1863-1900
7-8	Block Study: Learning About Your Local Community
7-8	If These Walls Could Talk! The Story of Arlington House Before The Civil War
11	The Capitol Experience in Washington, D.C.

Each unit includes lesson descriptions and teacher and student materials needed for teaching/learning. In addition, all the visuals and sources are

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included. While the units use local Arlington sites and may be construed as local history, the concepts of the units may be adapted to any location. In addition, the units on Arlington House (Custis-Lee Mansion in Arlington National Cemetery) and Freedman's Village in the same location, and on the U.S. Capitol have national significance. The two units on Arlington House and Freedman's Village together provide a unique way to look at the Civil War period. The Freedman's Village unit opens up a long neglected aspect of local and national Black history.

Skills To Be Learned

Students learning from these units can be expected to acquire the following skills:

1. Be able to identify the major architectural styles used in American towns and cities and understand the historical reasons for the popularity of these styles.

2. Understand the interrelationship between architecture and design and the social history in the growth of American communities.

3. Be able to use the study of architecture as a tool to unlock historical information using visual literacy and critical thinking skills.

4. Understand the ways in which the use of space affects the way people live and work.

5. Understand the forces (political, social, economic) within a community which determine how space within that community is used, and how historically, these forces have been influenced.

The Results

This unit, Block Study: Learning About Your Local Community, is a very personal and unique study that can be replicated in any urban setting with students at almost any grade level. Written by Catherine Eckbreth, teacher of 7-8 grade social studies at Swanson Intermediate School, the unit uses a block of houses in the school neighborhood to demonstrate how people live, what they value, and how they are influenced by their neighbors.

Martha Swaim, Project Coordinator
Seymour B. Stiss, Project Director

September, 1983

Introduction to a Block Study

This block study has been designed to make use of the local community as the "textbook" in learning about the history of a neighborhood, the owners of the houses, and the style and architectural features of the homes. It has been developed for eighth grade students for their study of urban America. However, students of all academic levels could participate in these or other activities as part of a block study.

The block selected for this study is a two block long portion of 1400-1500 North Jefferson Street, from Washington Boulevard to 16th Street, North, Arlington, Virginia. There are twenty-eight houses on both sides of these two blocks. These houses are in an established neighborhood having been built in the late 1930's to the early 1940's. They are of the style commonly known as "brick colonial," a style prevelant in the older neighborhoods of Arlington.

The source of the map of the block study area is the Plat Book. This resource is available in the local school headquarters and the local government offices. They can be reproduced for use in the lessons relating to a block study.

Although this unit has been developed for a specific neighborhood, with some modifications a similar block study could be conducted in any other area. Depending on the age of the neighborhood and its location, alternative activities could be designed to make local history come alive for students of all ages.

The length of time required to complete the unit will vary depending on the ability of the students to complete the learning activities and the depth of concentration on the block study.

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Lesson 1: Preparing for the Photo Study Field Trip

Goal:

To have students prepare for the field trip to study the houses in the 1400-1500 blocks of North Jefferson Street (or their assigned block).

Objectives:

1. Students will prepare a folder containing materials needed for the field trip.
2. Students will be able to read a map to locate the houses assigned to their group.
3. Students will assume the specific roles for the field trip - photographer, sketcher, recorder for the photographer, group recorder for observations, observers.

Materials:

1. Manila folders for each student.
2. Maps of area of block study for each student.
3. "Photo Study" assignment sheets (2).
4. Plain paper for each folder.
5. Pen or pencil for each student.
6. Cameras and film (4 each minimum).
7. Group Photo Record.

Teacher	Student
1. Distribute manila folder to each student.	1. Write name on folder.
2. Divide class into 4 groups (or however many is determined.)	2. Move to sit with the "group."
3. Distribute the maps of area and review purpose of field trip.	3. Look at map.
4. Explain where, in relation to the school the blocks are located, how students will get there and the task of each group.	4. Listens, asks questions, if any.
5. Distribute the "Group Assignment: Photo Study Field Trip" to each student.	5. Write names of group members on this assignment.

Teacher	Student
6. Assign the specific houses to each group. (See the suggestions for house assignments enclosed).	6. Outline on the map the lots of the houses to be studied.
7. Explain the Group Assignment. Have students read each of the 12 items requested for each house.	7. Read and ask questions, if any.
8. Display camera and demonstrate use. (This may be a prior activity for students by using one camera, one roll of film to photograph the outside of the school. If so, it should be done far enough in advance to have the film processed before this lesson).	8. Observe.
9. Ask for students in each group who know how to work the camera.	9. Respond accordingly. These students will be the "photographers."
10. Help the groups to decide who will assume the following roles: sketcher(s), recorder for the photographer, group recorders for the observations, and group observers. Guide them in dividing the tasks evenly.	10. Respond accordingly, depending on talent and interest.
11. Distribute plain paper to the sketchers, the assignment sheets, "Photo Study for _____" to the recorders for the observations (one set for each house to be studied by the group).	11. Individual students should put these papers in their folders. Label house numbers on "Photo Study for _____" papers.
12. Distribute the "Photo Record" sheet to each recorder for the photographers of each group.	12. Recorder should study this and place it in his/her folder.
13. Review again the tasks to be accomplished on the Photo Study Field Trip.	13. Listen. Ask questions. One student in each group collect folders, secure together.
14. Review logistics for the field trip, what to do if the weather is inclement.	14. Listen. Ask questions, if any.
15. Select a student who will distribute the "Letter to the Residents" you have prepared.	15. Student agrees to do his task.

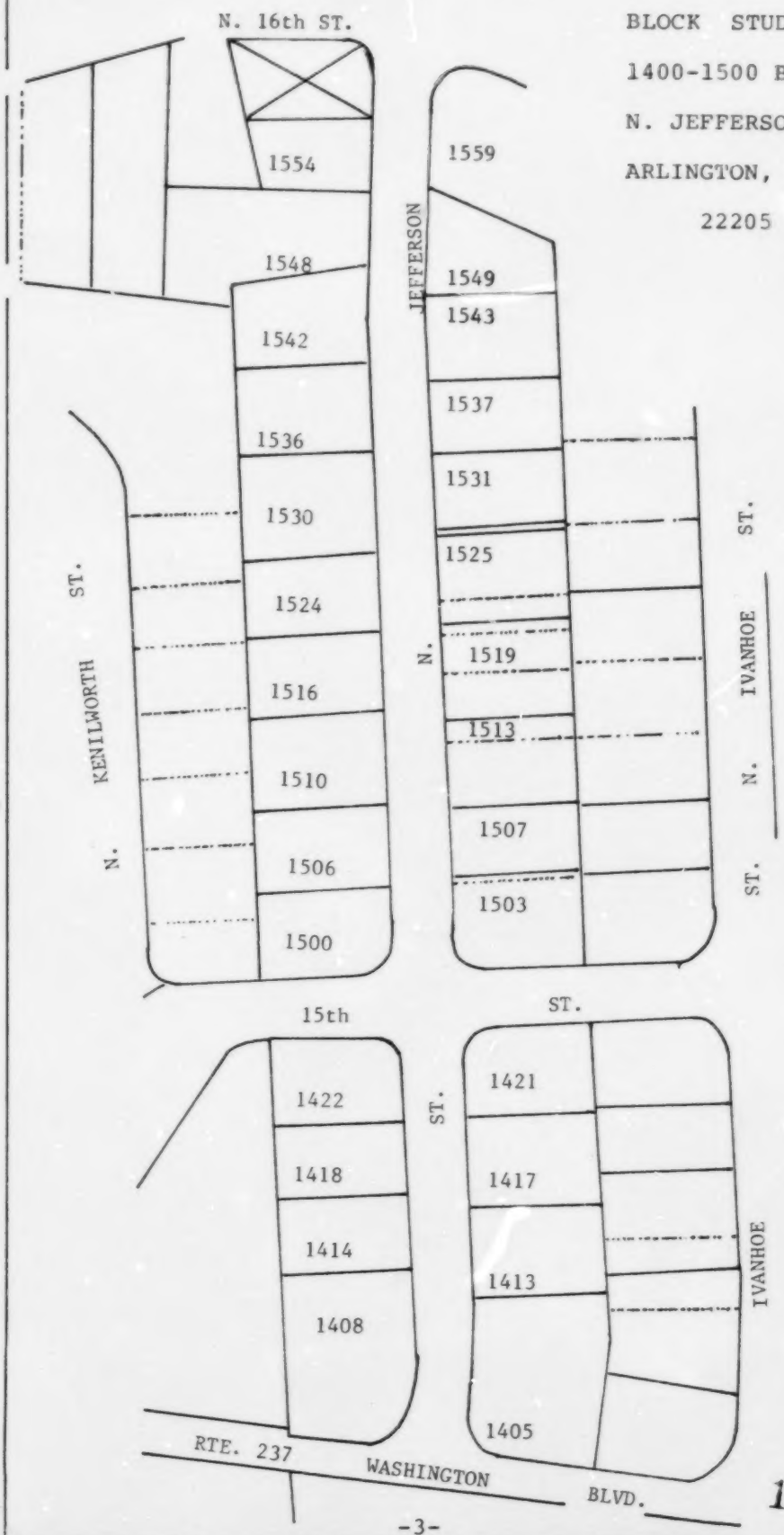
BLOCK STUDY

1400-1500 BLOCKS

N. JEFFERSON STREET

ARLINGTON, VIRGINIA

22205



Suggestions for Dividing Class into 4 Groups for Photo Study With House Assignments.*

Group 1

1405 N. Jefferson Street
1413
1417
1421
1503
1507
1513

Group 2

1408 N. Jefferson Street
1414
1418
1422
1500
1506
1510

Group 3

1519 N. Jefferson Street
1525
1531
1537
1543
1549
1559

Group 4

1516 N. Jefferson Street
1524
1530
1536
1542
1548
1554

* If more than 4 groups are formed divide the 28 houses by number of groups to determine number of houses each group is to study.

Group Members: _____

_____

_____

_____

Group Assignment: Photo Study Field Trip

Houses to study: _____, _____, _____,

_____, _____, _____, _____.

For each house listed above complete the following assignment:

1. Photograph the front of each house. Record the number of picture with the house number (for all photos) for identification later.

2. Sketch the front doorway of each house, include any trim work around the doorway.

3. Record evidence of additions to original house, photograph these, or sketch them. Does it look like porches have been closed in?

4. Record materials used in construction (brick walls, wood trim, gables of roof, shingles, siding on house).

5. Sketch or photograph other details of the architecture of the house visible from the street.

6. From the street, record any evidence of interest such as lawn furniture, children's toys, pets.

7. Describe the lawn, trees, shrubbery visible.

8. In the opinion of the group is the house in need of any repairs or well cared for? Explain why?

9. What is the approximate age of these houses? On what did you base this?

10. Decide as a group your favorite house, record reasons for this decision.

11. Photograph this house from an angle so that the sides are clearly visible.

12. If there is unused film take photos of other parts of your houses to use the full roll of film.

Note to the Group: Record this information for each house on a separate paper entitled "Photo Study for _____"
(House Number)

Photo Study for _____
(House Number)

1. Record the number of each photo taken of this house.
(Example: #1, #6, #13)

_____

_____

2. Evidence of: (specify what is seen)

lawn furniture _____

children's toys _____

pets _____

recreational equipment _____

3. Additions to original house (list and describe:)

porches closed in - _____

additional rooms (den, etc.) - _____

_____

4. Materials used in house and how used.

Materials	Use
brick	_____
iron	_____
_____	_____
_____	_____

5. Lawn description notes:

trees (kind, number) _____

trees (tall, short) _____

shrubs (kind, size, location) _____

flowers (kind) _____

6. Improvement needed (specify)

_____

_____

_____

_____

7. Other observations relating to this house.

- shutters (type) _____
- porches _____
- decorative trim around doorway (sketch) _____
- garage or carport _____
- chimney - top _____
- type of windows _____
  - number of panes of glass _____
  - dormers on roof _____

8. Signs of neighborliness

people talking outside _____

absence of fences _____

decorations of front door _____

9. Is this an area with many small children? Explain your answer?

_____

_____

_____

Notes to Teacher: Duplicate one copy of the Group Assignment Sheet for each student, 30 copies of the "Photo Study for _____" (one for each house to be studied) and one copy of the Block Study map for each student.

Group #_____ Photo Record

(Record the house number and what is photographed. Example: #1405, porch from the side)

Picture Number

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

SAMPLE LETTER TO RESIDENTS

SWANSON INTERMEDIATE SCHOOL
ARLINGTON, VA.

May 11, 1983

Dear Residents of 1400-1500 N. Jefferson Street,

Today you may have seen some young people on your block observing your houses, photographing them, and sketching them. They are students in my eighth grade class of social studies here at Swanson. They are completing the work which is part of a BLOCK STUDY I prepared during the Summer of 1982 as part of a curriculum project, HISTORY BY THE BLOCK. This project is funded in part by the National Endowment for the Humanities and the Arlington Public Schools. The goal of the project is to incorporate the study of history and social studies with architecture. I selected your two block section because it has houses with specific identifiable styles, common architectural features found in many buildings, both new and old. The block is within easy walking distance of Swanson Intermediate. After the visit to the street, the students will analyze their photos, sketches, and notes to complete a detailed study. They will be involved in tracing the ownership of these homes from 1955 to the present, using resources at the Arlington Central Library. I would like to reassure you that we will not be getting into the tax records which residents may feel to be a private matter.

I have been a teacher in Arlington County for over 20 years so this is a project which is of special interest to me. I have lived in Arlington all my life, my Dad built one of the houses on the street so I plan to use the records he saved from the construction project. We will be using some of these records to compare the cost of construction in 1941 with these same costs in 1983.

If you have any questions, please contact me at Swanson, 536-8300 during school hours and I will return your call. Thank you for having such a lovely street which can be part of our educational program.

Sincerely,

Cathy Eckbreth

Lesson 2: Photo Study Field Trip

Goal:

To have students take the field trip to study and record the houses in the 1400-1500 blocks of North Jefferson Street.

Objectives:

1. Students will be able to read a map to locate the specific houses.
2. Students will be able to perform their specific tasks as required by their role - to record data, sketch, photograph, and/or observe.

Materials:

1. Folders for each group member (materials enclosed).
2. Pencils or pens.
3. Cameras with film loaded (one per group).
4. Sufficient copies of the "Letter to the Resident" for each house.

Teacher	Student
1. Distribute the folders, camera, and film to each group.	1. Review to refresh the tasks to be done.
2. Give the packet of "Letters to the Resident" to student who will distribute them to each house.	2. Take the packet. Distribute to houses.
3. Supervise students in the block study.	3. Complete the assigned work.
4. When assignments have been completed, have the students discuss in their groups the general, approximate age of all the houses in the block study. The students could share their "favorite" house and the reasons with each group.	4. Discuss.
5. Return to school, collect cameras and film, have the film processed.	5. Return to school, unload cameras, collect group folders. Give these to the teacher for use in future lessons.

Lesson 3: Sharing Observations and Learning from the Photo Study Field Trip

Goal:

To have students share their observations from the field trip.

Objectives:

1. Students will make a list of general observations on the houses their group studied regarding materials used, additions or modifications to original houses, landscaping, needs for improvement and signs of children and neighborliness.

2. Students will demonstrate knowledge of their houses from the photo study field trip by sharing their observations with the other groups.

3. Students will be able to write a general description of the entire block study area.

4. Students will evaluate the value of the photographs taken on the photo study field trip.

Materials:

1. Group observations from the field trip.

2. Map of the block study area.

3. Notebook paper, pen or pencil.

4. Blackboard, chalk, or large paper and marker.

5. Photographs from the field trip.

6. Poster board tape to attach photographs to the poster board.

Teacher	Student
1. Have the students form into their field trip groups, select a leader, and a group recorder (or let the group choose these).	1. Move to sit with the block study group. Select a leader and recorder for the group.
2. Ask students to distribute the "Photo Study" assignments from the field trip to all people in their group, except the recorder.	2. Divide the "Photo Study" assignments among the group members.
3. Instruct each group to read aloud the observations made for each house their group studied. The recorder should list the information for each category, i.e., materials used, additions or modifications to original structures, landscaping, needs for improvement and evidence of children and neighborliness.	3. Share the observations from the field trip. The recorder should list information the houses share in common. The leader should direct this activity to be sure all houses are reported.

Teacher	Student
4. Have each group recorder read their information to the rest of the class for each category, one at a time. List common observations on the chalkboard or large paper attached to the wall.	4. Copy the information from the chalkboard for the entire block study area.
5. Assign a written description of the entire block study area. Have students assume they are writing it so someone who had not seen the block would be able to visualize these houses.	5. Complete this assignment. Turn it in to the teacher.
6. When the film from the field trip has been processed, return each roll to the groups. Instruct the groups to label each photo on the back with the correct house number and other information using the photographer's record completed during the field trip, i.e, 1506 - favorite house.	6. Sort the photos, label each with house number and other information from the field trip.
7. Distribute poster board and tape to each group. Assign the group to prepare a poster of the photos from the photo study field trip. Each photo should be labeled after attaching it to the poster board.	7. Prepare a poster displaying the photographs taken by each group on the photo study field trip.
8. When the posters are complete, ask students to help display them in the classroom.	8. Help display the posters.
9. Lead the class in a discussion of the value of the photographs in the block study. How do the photographs help to understand the block? What can be learned from the photographs?	9. Respond to the value of the photographs in the block study, and how they help to understand the block.

Sample Questions for Residents of the Block Study Area

Students should ask these questions of some willing residents to gain further knowledge of the block study area.

1. Why did you decide to move to this house? What attracted you to this location?
2. How long have you lived in this residence?
3. What changes, if any, have you made in the house since you have lived here? (Exterior and interior changes).
4. How has the neighborhood changed over the time you have lived here?
5. How is your home heated?
6. Is it air conditioned? Centrally or with window units?
7. If you were to be moving again, would you choose this location? Explain.
8. What is the style of the interior doors, solid or paneled?
9. Are the walls plastered or wall board?
10. What type of flooring is in the house?
11. If you have a basement, how is it used?
12. Do you often walk around your block?
13. How well do you know your neighbors?
14. Are you planning any future changes in the house?
15. Is the house difficult to maintain on the outside? What problems do you have with maintenance?

Lesson 4: Architectural Study

Goal:

To have students learn about the architectural elements seen on the Photo Study field trip of 1400 to 1500 North Jefferson Street.

Objectives:

1. Students will be able to identify at least 6 architectural features from the block study.
2. Students will learn the architecture vocabulary as assigned.
3. Students will be able to write a description of one or more houses using the correct terms for the architectural features.

Materials:

1. Photos and sketches from the Photo Study of Lesson 2 and 3.
2. Books about architecture (see Bibliography).
3. Encyclopedia(s), magazines.
4. Drawing paper
5. History books or other sources with historical homes and buildings.
6. Sketches and drawings from lesson plan (Notes to the teacher).
7. Opaque projection (optional).
8. Architecture Vocabulary List
9. Dictionaries

Teacher	Student
1. Distribute the Architecture Vocabulary list. Instruct students to define the terms and sketch examples of these terms, when possible.	1. Complete the Architecture Vocabulary assignment.
2. Lead a discussion on the meanings of the Architecture Vocabulary, encourage students to share their sketches with the class. Tell students a test will follow the next day.	2. Respond and share sketches with the class. Study for test.
3. Test the students on the meanings of the Architecture Vocabulary and recognition of the terms from sketches.	3. Complete the test.
4. Evaluate the test, grade and return to students. Discuss possible problem areas.	4. Receive graded test, keep this with the notes on the Architecture Vocabulary.

Teacher	Student
5. Using photos and sketches, assign the architectural features seen on the Photo Study field trip to students for research to identify the name of element, general time of origin in America, and use of the feature. (One or more different ones per student).	5. Choose the architectural feature you wish to research.
6. Help students who may have difficulty in identifying the features and the time of origin in America.	6. Research the assigned architectural feature.
7. Allow time for students to prepare a brief oral report. Encourage them to look for pictures of the same architectural features in reference materials. Ask students to note the source and page number of these examples to use in their oral report.	7. Prepare oral report based on research.
8. Listen to the oral reports. Discuss where these features can be seen.	8. Give oral report and listen to other reports.
9. Students may be asked to look for evidence of architectural features in their own neighborhoods. Some new ones may also be sketched for identification later.	9. Look for architectural features in their own neighborhood. Make a sketch of unidentified features for research.
10. Lead the class in a discussion of architectural features seen in other "blocks." Ask for examples of unidentified architectural features.	10. Discuss the evidence of architectural features found in home neighborhoods. Share unidentified ones.
11. Ask the students to make some judgments as to when these houses were built - ask, "What influences these ideas?"	11. Students respond
12. Ask students, "Were all these houses built by the same builder?" Have them explain which ones were and why they think so.	12. Students respond.
13. At this point, if you have received a response from any residents as a result of the Photo Study field trip, you may wish to have the students prepare a list of questions to be asked of a resident. This will provide the class with valuable information unobtainable from other sources.	13. Work as a group or as a total class to prepare a list of questions to be asked of a resident.
14. Arrange to have students contact the resident(s) and ask the questions listed by the class.	14. Individual students should ask the resident(s) the questions prepared by the class.

Teacher	Student
15. Listen to the answers to the questions to the resident(s). Lead a discussion on how the residents became a valuable source of information.	15. Report to the class the answers to the questions. Respond to the use of the resident(s) as a source of information.
16. Assign students to write a detailed description of one house from the block study. This description should use the correct terms for the architectural features as well as specific information on the construction materials and the landscaping of the house.	16. Complete the assignment. Turn in to the teacher.
17. Read the descriptions, comment on them, and return them to the class. Discuss some strengths and weaknesses.	17. Receive the written description. Respond, if you wish.

Architecture Vocabulary List

Directions: Using a dictionary, write the definition of each term listed. Beside the definition, or on separate paper, sketch an example of as many items as you can.

1. arch
2. baluster, balustrade
3. bay (window)
4. bond (in construction)
5. brickwork
6. casement
7. clapboard
8. column
9. cornice
10. dormer
11. double-hung (windows)
12. eaves
13. gable
14. gambrel roof
15. header
16. hip roof
17. jalousie
18. lintel
19. mansard roof
20. masonry
21. pediment
22. pilaster
23. quoins

Architecture Vocabulary List - continued

24. sash
25. shingle
26. sidelights
27. siding
28. sill
29. stretcher
30. stucco

Patterns of brickwork

31. Common bond
32. English bond
33. Flemish bond

Architecture Vocabulary List with Definitions and Sketches - For Teacher Use

1. arch - a curved structure able to bear the weight it supports.
2. balustrade (baluster) - a support for a railing; balustrade is a row of balusters and the railing on them.
3. bay (window) - window or set of windows which project out from a wall.
4. bond - a way of arranging bricks or stones.
5. brickwork - building with bricks.
6. casement - window opening or hinges at the sides, like a door.
7. clapboard - thin board, thicker along one edge than other, overlapped to cover the outside of a wall; also called weatherboard.
8. column - a slender, upright pillar used for support.
9. cornice - an ornamental molding that projects along the top of a wall.
10. dormer - an upright windows that projects from a sloping roof.
11. double hung (window) - two windows, hung one above the other so one can be raised to open, the other lowered to open.
12. eaves - low edges of a roof projecting beyond the wall of a building.
13. gable - end of a ridged roof, with a triangular piece of wall that it covers.
14. gambrel roof - one having two slopes on each side; the lower slope is usually steeper than the upper.
15. header - brick or stone laid with its length across the thickness of the wall; only the end is visible.
16. hip roof - one with four uniform pitched sides.
17. jalousie - a window or door with shutters made of horizontal slats set at an angle; often made of glass inserted into a metal frame They open andclose for ventilation.
18. lintel - a horizontal beam, stone or brickwork over a window or door to support the structure above it.
19. mansard roof - one with two slopes on each of the four sides.

20. masonry - work built by one who lays stone or brick.

21. pediment - decorative triangular part of a building; often over doorways or windows.

22. pilaster - a rectangular pillar projecting from a wall of which it is a part; usually decorative, often beside doorways.

23. quoins - large stone or distinctive brickwork forming an outside angle of a wall. Originally used for support, but more often to accentuate the corner.

24. sash - frame for the glass of a window or door.

25. shingle - a thin piece of building material, often wood or asbestos, laid on overlapping rows to cover a roof or the sides of a building. Usually wooden shingles have one end thicker than the other.

26. sidelights - window at the side of a door or of another window.

27. siding - boards used to form the sides of a wooden building.

28. sill - a piece of wood, stone, or brick across the bottom of a door or window.

29. stretcher - brick or stone laid with its length across the length of the wall.

30. stucco - plaster covering the outside of a building; usually not very smooth.

31. common bond - bricks laid lengthwise in rows, alternating their position each row.

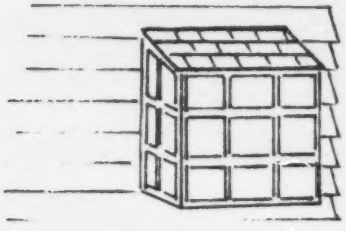
32. English bond - bricks laid in rows alternating one row of headers, one row of stretchers.

33. Flemish bond - bricks laid in rows alternating stretcher and header across the rows.

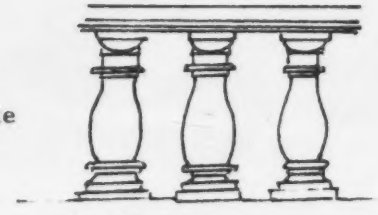
SKETCHES OF ARCHITECTURE TERMS

arch

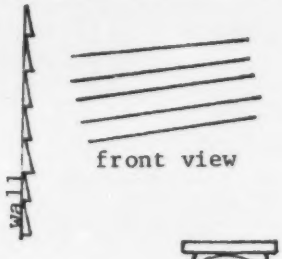
bay window



baluster,
balustrade

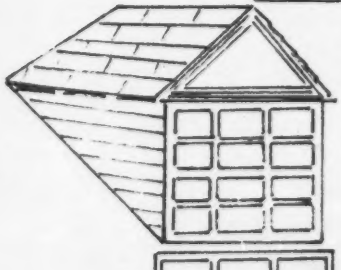


clapboard

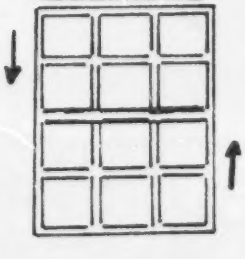


column

dormer window



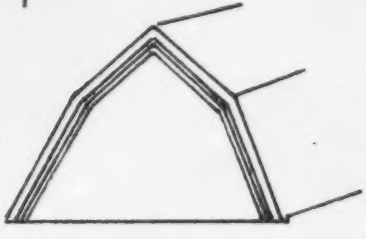
double-hung window



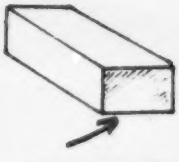
eaves

gable roof

gambrel
roof

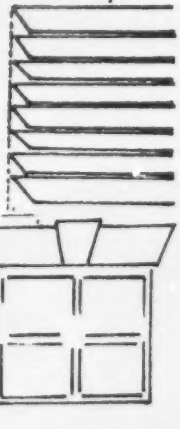


header

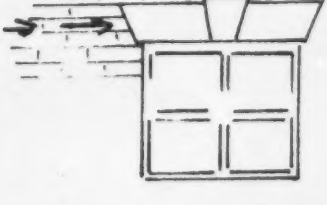


hip roof

jalousie



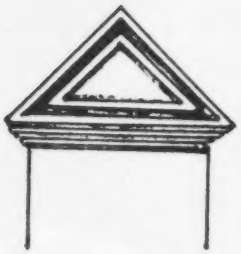
lintel



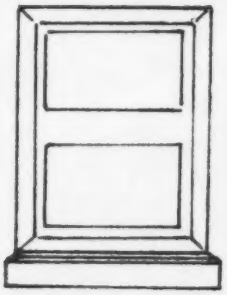
mansard
roof

SKETCHES OF ARCHITECTURE TERMS

pediment

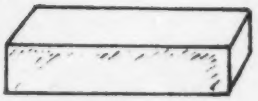


sill

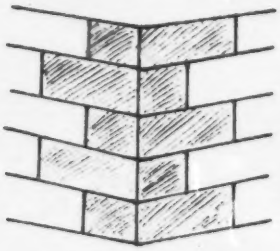


pilaster

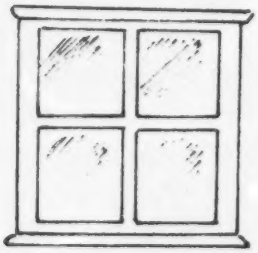
stretcher



quoins

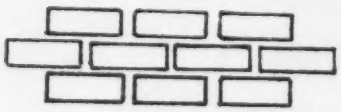


sash

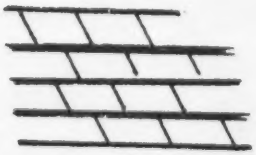


Patterns of Brickwork

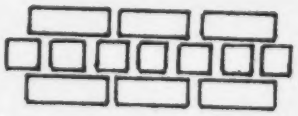
Common bond



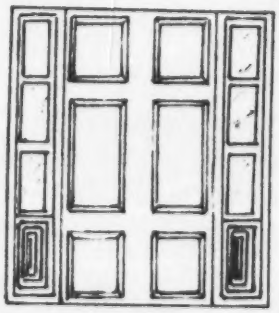
shingle



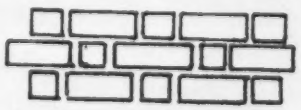
English bond



sidelights



Flemish bond



Suggested Architectural Features
1400-1500 blocks North Jefferson Street
Arlington, Virginia

1. Dormer windows with pedimented roofs.
2. Palladian pediment (arched) over doorway.
3. Pilasters or columns flank central entry.
4. Louvered shutters, paneled shutters.
5. Window panes in 6 over 6, or 8 over 8 pattern.
6. Decorative moulding at eaves of some houses.
7. Windows and doors symmetrically placed.
8. Paneled doors (exterior and interior).
9. Slate roof (one house only).
10. Central entry flanked by side lights (narrow windows).
11. Two story houses balanced with one story room on each side.
12. Baroque style double "swan neck" pediment over doorway.
13. Federal doorway with top entablature (tablet).
14. Cape Cod with central chimney.
15. Columned entrance prtico.
16. "S" shutter brackets.
17. Double hung windows.
18. Casement windows.
19. Jalousie windows.

Introduction

Lesson 5: Use of City Directories to Locate Home Ownership

This lesson has been developed for use with the 28 houses located along the 1400-1500 block of North Jefferson Street, Arlington, Virginia. The attached data on home owners of these houses in the years 1955, 1959, 1964, 1970, 1976, 1981, 1982 was compiled from Hills Arlington County City Directory and the Haines Criss Cross Directory. These resources are available at the Central Library, Arlington, Virginia (Virginiana Collection), or at libraries in other communities.

The lesson requires the analysis of this data on home ownership in order to determine the stability of a neighborhood. A block would be "stable" if there were fewer changes in ownership over a span of years. In this data, it is observed that of the 28 houses selected for study, 5 have had only one owner, 11 others have had only 2 owners and 7 houses have had 3 owners. It could be concluded that this part of North Jefferson Street is a relatively stable neighborhood. Other areas of Arlington County would prove to be less stable than this particular section.

This lesson could be modified for use with any block(s). Using the street listings in the city directories one can research the owners of homes for any years for which there are directories. In other regions of an area where older settlements exist the lesson could include years prior to 1955.

Lesson 5: Use of City Directories

Goal:

To have students analyze home ownership over a period of time to determine the stability of a neighborhood.

Objectives:

1. Students will be able to read a city directory in order to determine the ownership of specific homes.

2. Students will be able to draw conclusions on the stability of the blocks under study from the data compiled.

Materials:

1. Map of block study.

2. Assignment paper to record home owners (sufficient copies for each student for each house studied).

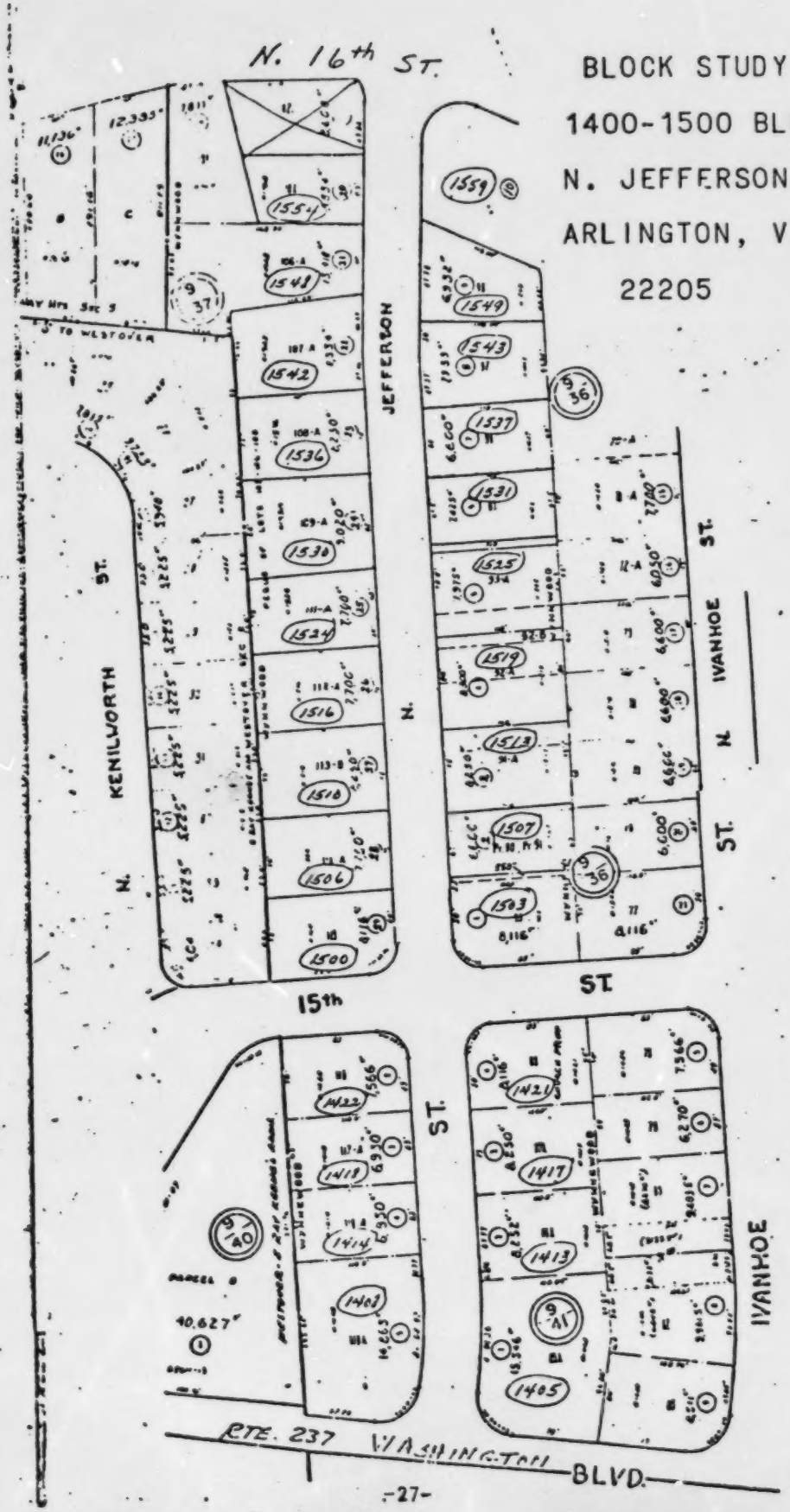
3. Home ownership listings for 1955, 1959, 1964*, 1970, 1981, 1982 in sufficient numbers for students to use or Haines Criss Cross Directory and Hills Arlington County City Directory. (Both available at Arlington County Central Library, Virginiana Collection).

4. Assignment - Analysis of Home Owners

5. Assignment - Conclusion of Analysis of Home Owners

*The 1964 listing of home ownership includes a house listed at 1521 North Jefferson Street as owned by Brian K. Harris. This is interesting since there is no house with that address. Teachers could point out to students that even "official" records can contain errors.

Teacher	Student
1. Distribute maps of the area of study to each student (or use ones from Lesson I)	1. Review map.
2. Divide class into the same groups as used in Lesson 2, Photo Study.	2. Form groups.
3. Distribute assignment, "Home Owners for Selected Years 1955-1982," explain what is to be done. Each group should have sufficient copies to prepare one complete set for houses they studied in photo study.	3. Read, listen, question.
4. Distribute copies of the data on home ownership to each group.	4. Complete assignment of recording owners name for each year requested for each house your group studied in the photo study.
5. Distribute assignment, "Analysis of Home Owners" to each student. Each student should complete this assignment. The groups will report to each other on the totals for their portion of the block study. Students should record these numbers in the appropriate spaces.	5. One person from each group will present the answers for the questions to the full class. Each student should record the answers, then total them for all the houses studied.
6. Distribute assignment, "Conclusion of Analysis of Home Ownership." Review the assignment, allow time to complete in the classroom, or give for homework.	6. Complete the assignment.
7. Collect assignment. Lead class discussion on the conclusions students drew about the stability of the blocks under study.	7. Turn in assignment. Participate in the discussion.



BLOCK STUDY

1400-1500 BLOCKS

N. JEFFERSON STREET

ARLINGTON, VIRGINIA

22205

BEST COPY AVAILABLE

BLOCK STUDY: 1400-1500 North Jefferson Street, Arlington, Va.

ASSIGNMENT: HOME OWNERS FOR SELECTED YEARS 1955-1982

House Number _____

1955 _____

1959 _____

1964 _____

1970 _____

1976 _____

1981 _____

1982 _____

House Number _____

1955 _____

1959 _____

1964 _____

1970 _____

1976 _____

1981 _____

1982 _____

House Number _____

1955 _____

1959 _____

1964 _____

1970 _____

1976 _____

1981 _____

1982 _____

1955 OWNERSHIP

2313Δ Sparmer Louise R Mrs (D)
2318Δ Paddock Sidney L (D)
23d rd intersects
2321 Vacant
2324Δ Spicer John R (D)
2325Δ Bridge Gardner (D)
2326Δ Money Aubrey R jr
2330Δ Fortune Edw M (D)
2343Δ Easton Carl W (D)
2334Δ Davis Edw P
Lorcom la intersects

28

JACKSON S—From 3300 S 2d south, 1 west of Ivy

2004Δ Wurtz Andrew J jr (D)
2004Δ Hall Thos K
2104Δ Randall Carey A (D)
2144Δ Markey Edw W (D)
2154Δ Lindsay Jos B (D)
2184Δ Hanks Lester (D)
2194Δ Green Harry A (D)
3014Δ Conner Castex P (D)
3034Δ Harrigan Thos L (D)
304 Vacant
3074Δ Gaines H Lecland (D)
3114Δ Rice Hilda A Mrs (D)
3154Δ Baer Donald G (D)
3194Δ Stoner Jos H (D)
5th intersects
6th intersects

13

JACKSONVILLE N — From 5630 Wilson blvd north

849Δ Berg Olaf I (C) carp contr
853Δ Zoll Donald L (D)
Δ Zoll Eugenia B Mrs CSP
857Δ Young Charlie L
858Δ Harroulas D G
862Δ Campbell D A
866Δ Barry Clarence J (D)
870Δ Boyd Harry R (D)
874 Harris Ray M (D)
880Δ Pomponio Arth R (D)
900Δ Yeomas Steph G (D)
904Δ Rooney Edw M
908 Vacant
912Δ McGibeny Arth D
916Δ Rice Sidney M (D)
920Δ Day John S

12

JEFFERSON N—From Washn & Old Dominion Ry north intersecting 5600 N 5th

4000Δ Windsor Jos T
5th intersects
5014Δ McClemons Tero G (D)
5024Δ Downs Welby W (D)
5034Δ Greyer Edsel R (D)
5054Δ Reynolds Riley E (D)
5064Δ Ruckrup Robt G (D)
5074Δ Underwood Geo Y (D)
5094Δ Arnott Danl A (D)
5144Δ Houghton Danl (D)
5184Δ Portch David J (D)
5194Δ Allen Jas Q (D)
6th intersects
6004Δ Abitz Wm H (D)
6014Δ Powlas L L
6054Δ Rowley Laurence M (D)
6064Δ Ryan Jos J (D)
6094Δ Lovell Paul E (D)
6124Δ Portch Geo S (D)
6154Δ Wright Avon M (D)
6164Δ McCann Ralph H (D)
618 Reynolds Myrtle (D)
619 Dobson Geo R (D)
622 Under construction
624Δ Comer Peter (D)
7th intersects
7004Δ Kump Lawrence W (D)
7014Δ West Clarence (D)
7044Δ Williams Edith (D)
7054Δ Owens Cecil T
7084Δ Athey Vernor (D)
7094Δ Lincoln Leah V Mrs (D)
7114Δ Higdon Horace A (D)
7134Δ Razzell Frank J (D)
7164Δ Ingram Torbert K (D)
7214Δ Junkins Edith D Mrs (D)
795 Thompson Arth J
8th intersects
8014Δ Weaver Robt L (D)
8064Δ Hensley Harold F (D)
811Δ Dyer Elsie
812Δ Harbaugh Ann E
8154Δ Reynolds Hal R (D)
8164Δ Adams Marguerite (D)
817Δ Nugent Thermon (D)
8234Δ Merchants Radio & Telev Serv
Merchant Harry W (D)
8244Δ Clark Henry P
825Δ Butler Jos C (D)
8254Δ Crown Bernard J (D)
8th rd intersects

13

Wilson blvd intersects

840Δ Miller Chas J (D)
843Δ Butts Danl W (D)
844Δ Brodie Tom
847Δ Maubrey Pierre R (D)
850Δ Daley Geo C (D)
851Δ Pentecost Carroll E
854Δ Evans Wm G (D)
855Δ Boice Grant
861Δ Jewett Arth L (D)
864Δ Oliver Jas A
865Δ Schwartz Robt R (D)
869Δ Comer John R (D)
875Δ Orndorff Hugh C (D)
879Δ Orndorff Edwin C (D)
883Δ Orndorff Jas H (D)
897Δ Brodie Harry (D) potr
904Δ Jones Edw E (D)
907Δ May Clark
920Δ Thomas Harry R Hon (D)
1000Δ Adams Wm A (D)
1001Δ Tribe Merrill L (D)
1004Δ Maimas Elmer J
1007Δ Nell John S
1008Δ Wortman Volney
1012Δ Austen Wenzel J (D)
1013Δ Lawrence Martin J
1016Δ Meeks Bernard M
1021Δ Dugan Danl A
1111Δ Prosise Alan B (C)
1148 Vacant
1154Δ Dimel Jas J (D)
1200 Vacant
1206 Hall Mervin G
1212Δ Koenig Jos W (D)

22

Washington blvd intersects

1405Δ Jacklin Lawrence A (D)
1408Δ Gosnell Jas R (D) bldr and real est
1412Δ Lynn Harry W (D)
1414Δ White Clay M (D)
1417Δ Gage Nathl A (D)
1418Δ Cutler Mary S Mrs (D)
1421 Vacant
1422Δ Kelly Eliz F Mrs (D)
15th intersects
1500Δ Norman John B (D)
1503Δ Pate John R (D)
1506Δ McMillan Robt W (D)
1507Δ McLeod Halsey L (D)
1510Δ Evans Cedric I (D)
1512Δ Caruthers Donald S (C)
1516Δ Linger Nell C (D)
1518Δ Leone Russell S (C)
1524Δ Hanley Fredk W (D)
1527Δ Girvin Wm D (C)
1530Δ Natrella Vito F (D)
1531Δ Hamrick Wm A (D)
1536Δ Lynch Wm R jr
1537Δ Shuler Cyril O
1542Δ Harper Jarvis M (D)
1543Δ Pearsall Jas F (D)
1548Δ Hawthorne Richd C (D) bldg contr
1549Δ Thompson Gordon W (D)
1554Δ Nunes Paul P
1559Δ Lorenz Gilbert G (D)
16th intersects
1600Δ Ellis Weldon T jr (D)
1607Δ Silver Saml Y (D)

1959 OWNERSHIP

JEFFERSON N—Contd

716 Ingram Torbert R ⊙ ΔJA7-2610
721 Junkins Edith R Mrs ⊙ ΔJA7-5065
8th intersects
801 Weaver Robt L ⊙ ΔJA7-0910
806 Heasley Harold F ⊙ ΔJA8-0920
811 Dyer Elsie K Mrs ⊙ ΔJA7-7182
812 Caton Donald B ΔJA8-1518
815 Glass Omar C ⊙ ΔJA2-8094
816 Adams Marguerite H ⊙ ΔJA7-5485
817 Nugent Thermon E ⊙ ΔJA7-2186
823 Merchant Harry W ⊙ ΔJA7-0439
825 Butler Jos C ⊙ΔJA2-1716
829 Posey Orville C ⊙ ΔJA8-7321
8th rd intersects
13
Wilson blvd intersects
840 Miller Chas J ⊙ ΔJA2-6462
843 Butts Dan L W ⊙ ΔJA2-4755
Butts Virginia B Mrs nurse
844 Sumner Wm M ΔJA2-9215
847 Maubrey Pierre R ⊙ ΔJA7-0185
850 Anglin Wm H ⊙ ΔJA2-8266
851 Biller Thos H ⊙ ΔJA5-2014
854 Evans Wm G ⊙ bldg contr ΔJA2-8540
855 Blatt Jacob ΔJA8-5003
861 Jewett Mary H Mrs ⊙ ΔJA2-0765
864 Ousey Walter M ΔJA7-6375
865 Schwartz Robt R ⊙ ΔJA2-0323
869 Connor John R ⊙ ΔJA2-1476
870 Morgan Harry J ⊙ ΔJA7-9184
875 Orndorff Hugh C ⊙ ΔJA2-4074
879 Orndorff Edwin C ⊙ ΔJA2-7597
882 Ellis Bertram J ⊙ ΔJA2-9464
883 Orndorff James H ⊙ ΔJA5-8972
886 McGurrin Jas J ⊙ ΔJA7-5814
890 Greenfeld Sidney ⊙ ΔJA5-8611
894 Vacant
897 Watson Joe E ΔJA4-5450
903 Ozolins Laimons ⊙ ΔJA5-7669
907 Vacant
920 Thomas Harry R Hon ⊙ ΔJA7-2033
1000 Botts Jos H ΔJA5-3768
1001 Frazier E B ΔJA8-0179
1004 Carson Kenneth A ΔJA8-1366
1007 Baldwin Chas H ⊙ ΔJA2-5978
1008 Vacant
1012 Austen Wenzel J ⊙ ΔJA7-8629
1015 Willis Berry D ΔJA2-8036
1016 Meeks Bernard M ΔJA7-8917
1021 McClung Thos F ΔJA4-4854
1111 Warren Saml P ⊙ bldg contr
1136 Minan Lester F ⊙ ΔJA5-0139
1142 Vacant
1145 Goodfleisch O M ΔJA8-5777
1149 O'Connor Helen K ⊙ ΔJA2-9393
1153 Bradford Wm E ⊙ ΔJA2-5506
1154 Dunel Jas J ⊙ ΔJA2-1917
1200 Duryee Albert B ⊙ ΔJA5-0504
1206 Gunnels Phyllis Mrs ⊙ ΔJA4-3648
1209 Davis John J ⊙ ΔJA8-8948
1211 Un der constn
1212 Aynesworth Horace D ΔJA2-4394
22
Washington blvd intersects
1405 Jacklin Lawrence A ⊙ ΔJA8-8585
1408 Gosnell Jas R ⊙ bldr and real est ΔJA2-1526
1413 Lynn Anna B Mrs ⊙ ΔJA2-0947
1414 White Clay M ⊙ ΔJA2-7858
1417 Hudson Halbert A ⊙ ΔJA8-6233
1418 Cutter Mary S Mrs ⊙ ΔJA4-1817
1421 Kehm Harold D ΔJA5-8598
1422 Hunn Willis H ⊙ ΔJA4-1572
15th intersects
1500 Norman John B ⊙ ΔJA2-0491
1503 Pate John R ⊙ ΔJA7-8803
1506 McMillan Robt W ⊙ ΔJA8-5165
1507 McLeod Halsey L ⊙ ΔJA2-5770
1510 Evans Cedric I ⊙ ΔJA2-0291
1513 Caruthers Donald S ⊙ ΔJA8-1513
1516 Linger Neil C ⊙ ΔJA8-3875
1519 Leone Russell S ⊙ ΔJA4-1619
1524 Ganley Fred W ⊙ ΔJA8-6129
1525 Hartnett Andrew C J ΔJA8-3632
1530 Londregan Edw W jr ⊙ ΔJA5-7171
1531 Roseman Harvey R ⊙ ΔJA7-1504
1536 Glenn Clark
1537 Kerlin Chas R ⊙ ΔJA8-6663
1542 Olmstead Norris A ⊙ ΔJA5-1032
1543 Pearsall Jas J ⊙ ΔJA8-9240
1548 Hawthorne R Carlton ⊙ bldg contr ΔJA7-3095
1549 Manss Robt W ΔJA2-4607
1554 Hunter Albert E ⊙ ΔJA5-1098
1559 Harrison Richd H ⊙
16th intersects
1600 Vacant
1606 Forsythe John S ⊙ ΔJA2-0585
1607 Lynch Wm R ⊙ ΔJA7-2028
1611 Jagger Sid W ⊙ ΔJA7-8525
1612 Cuccias Francis P ⊙ ΔJA8-6954
17th intersects
1700 Wallace Robt
1701 Heggen Herman F ⊙ ΔJA5-5233
1706 Webster Donald
1707 Williams Ben M ⊙ ΔJA8-7992
1712 Connor F Lanham ⊙ ΔJA8-0564
1713 Camp Caesar ⊙ ΔJA8-4949
18th intersects
1800 Sanders Clayton R ⊙ ΔJA7-8676
1801 Marcey Geo A ⊙ ΔJA5-8259

1964 OWNERSHIP

12

JEFFERSON ST N -FROM

22

---WASHINGTON BLVD INTERSECTS
1405 LA MOTTE CLYDE W •
KE6-5982
1408 GOSNELL JAMES R •
KE6-5626
1413 LYNN ANN B MRS 536-5681
1414 DAVIS JAMES A • KE6-5666
1417 HUDSON HALBERT A •
536-5772
1418 CUTTER MARY S MRS •
536-5050
1421 KEHM HAROLD D 536-6183
1422 BELLAS JOSEPH J 536-6242
---15TH ST INTERSECTS
1500 NORMAN JOHN B • 536-5625
1503 PATE JOHN R • KE6-6176
1506 MC MILLAN ROBT W LWYR
536-6230
1507 MC LEOD HALSEY L 536-6387
1510 EVANS CEDRIC I KE6-6251
1513 CARUTHERS DONALD S
536-5660
1516 LINGER NEIL C 536-6286
1519 LEONE RUSSELL S •
KE6-5835
1521 HARRIS BRIAN K
1524 GANLEY FREDK W • KE6-5692
1525 HAYES JAMES H 536-9841
1530 LONDREGAN EDW H JR
536-6063
1531 ROSEMAN HARVEY R •
KE6-5617
1536 DEAN BENJ H 536-5645
1537 LIVERMORE RICHD L
532-7935
1543 FARRINGTON C RAYMOND
536-5794
1548 HAWTHORNE RICHD C BLDG
CONTR • KE6-5739
1549 PUJALS H A 536-7853
1554 TUTTLE GEO A 536-8775
1559 CORNISH GEO H 536-7520
---16TH ST INTERSECTS
1600 MORRIS JAMES H 538-2726
1606 FORSYTHE JOHN S 536-7646
1607 SHAY JEROME W 536-7067
1611 KAPNISTOS NICHOLAS •
533-0105
1612 KINGSLEY DONALD H
536-6535
---17TH ST INTERSECTS
1700 WATTLES ROBT S 536-8845
1701 HEGGEN KATHRYN W MRS •
536-7321
1706 PENNISTON ALONZO S •
KE8-4129
1707 WILLIAMS BEN H 536-8979
1711 NO RETURN
1712 CONNOR F LANHAM 536-6492
1713 CAMP CAESAR • KE6-8160
---18TH ST INTERSECTS
1800 SANDERS CLAYTON R
536-6742
1801 MARCEY GEO A • KE6-7487
1806 LOMBARDO FRANK J 536-7760
1811 ALMAND IVERSON H 536-8819
---18TH RD INTERSECTS
1814 SKINNER ROBT F 536-7733
1820 WALLACE CHARLES L
536-8693
1821 STRUWE EARL L 536-7598
1825 SPINK ROBT J 536-6616
---PATRICK HENRY DR

1970 OWNERSHIP

JEFFERSON ST N —FROM

WASHINGTON BLVD INTERSECTS
1405 La Motte Clyde W ⊙ KE6-5882
1408 Gosnell James R ⊙ KE6-5626
1413 Gibson Gwen 538-6895
1414 Conner Eli T ⊙ 536-5848
1417 Hudson Halbert A ⊙ 536-5772
1418 Cutter Richd S 536-5850
1421 Pratt Geo L Rev ⊙ 536-7036
1422 Snyder Otis W ⊙ 536-4261
15TH ST INTERSECTS
1500 Forrester James E ⊙ 536-5355
1503 Pate John R ⊙ KE6-6176
1506 Mc Millan Robt W lwyr ⊙ 536-62
1507 Smith Henry H ⊙ 536-6964
1510 Evans Cedric I ⊙ KE6-6251
1513 Caruthers Donald S ⊙ KE6-5660
1516 Cheny Harlan L ⊙ 536-5728
1519 Leone Russell S ⊙ 536-5825
1524 Ganley Fredk W ⊙ KE6-5692
1525 Glassoway Harold G ⊙ 536-6631
1530 Londregan Edw W Jr ⊙ 536-6063
1531 Roseman Harvey R ⊙ KE6-5617
1536 Dean Benj H ⊙ 536-5645
1537 Livermore Richd L ⊙ 536-6697
1542 Olmstead Garnett K Mrs ⊙ KE6-5
1543 Farrington C Raymond ⊙ 536-579
1548 Hawthorne Richd C bldg contr ⊙ 536-5739
1549 Scudder Jean E Mrs ⊙ 538-2672
1554 Hunter James A 536-6279
1559 Cornish Bledwyn Mrs ⊙ 536-7520
16TH ST INTERSECTS
1600 Morris James M ⊙ 538-2726
1606 Masden Ward B ⊙ 538-2773
Masden Chlo ⊙ 538-2773
1607 Shay Jerome W ⊙ 535-7067
1611 Kapnistos Nicholas ⊙ 533-0105
1612 Kingsley Donald M ⊙ 536-6535
17TH ST INTERSECTS
1700 Wattles Robt S ⊙
1701 Hegger Kathryn W Mrs ⊙ 536-73
1706 Penniston Alonzo S ⊙ KE6-4129
1707 Williams Ben M ⊙ KE6-8979
1712 Connor F Lanham ⊙ 536-6492
1713 Leper Earl T Jr ⊙
18TH ST INTERSECTS
1800 Sanders Clayton R ⊙ 536-6742
1801 Morrey Geo A ⊙ KE6-7497
1806 Lombardo Frank J ⊙ 536-7760
1811 Morell John B ⊙ 586-9856

1976 OWNERSHIP

JEFFERSON N 22205 ARLINGTON

1405	LAMOTTE CLYDE W	536-5882	
1408	GOSNELL CAROL ANN	536-5823	
	GOSNELL JAS R	536-5626	
1413	XXXX	00	
1414	CONNER ELI T	536-5848	
1417	HUDSON H A	536-5772	
1418	CUTTER RICHARD S	536-5850	1
1421	PRATT GEO L REV	536-7056	
1422	SNYDER OTIS W COL	536-4261	
1500	SCHECTER RICHARD P	533-9850	4
1503	PATE JOHN R MD	536-6176	
1506	MCMILLAN ROBT W	536-6230	
1507	SMITH HENRY H	536-6964	
1510	CORBIN C MARIE	536-6251	4
1513	CARUTHERS DONALD S	536-5660	
1516	CHENEY H L PROF	536-5728	2
1519	XXXX	00	
1524	GANLEY FREDERICK W	536-5692	
1525	ARMSTRONG DAVID F	534-7615	+6
	PORTNEY ARLENE	534-7615	+6
	PORTNEY VICKI	534-7615	+6
	SANDLER MICHAEL D	534-7615	+6
1530	LONDREGAN EDW W JR	536-6007	5
	LONDREGAN JOHN B	536-6008	5
1531	ROSEMAN HARVEY R	536-5617	
1536	DEAN BENJ H COR	536-5645	
1537	SMITH RONALD L	536-5811	3
1542	MARSHALL THORNTON	536-8596	4
1543	FARRINGTON C R	536-5794	8
1548	HAWTHORNE R CARLTON	536-5739	
1549	SCUDDER JEAN MRS	538-2672	0
1554	RIS CHARLES H 3D	532-8642	+6
1559	GRAVES E E	536-5138	+6
1600	MORRIS JAMES M	538-2726	+6
1606	LAUSI ANTHONY	534-9143	+6
	SUTTON DEQUINCY V	536-6826	+6
1607	SHAY JEROME W	536-7067	
1612	KINGSLEY DONALD M	536-6535	
1700	MATTLES ROBT S	536-8663	5
1701	HEGGEN HERMAN F MRS	536-7221	
1706	PENNISTON A S	538-4129	
1707	XXXX	00	
1712	DUDLEY EARL C	538-6570	1
1713	XXXX	00	
1800	SANDERS CLAYTON R	536-6742	
1801	MARCEY GEO A	536-7407	
1806	LOMBARDO FRANK J	536-7760	
1811	MORFIL J D	536-9856	0
1814	SKINNER ROBERT E	536-7733	
1820	WALLACE CHAS E	536-8693	
1821	ALMAND IVERSON H	536-8819	1
1825	BROWN PAUL D	536-6086	8
1906	BLACK MACKNIGHT	532-1058	

1981 OWNERSHIP

JEFFERSON N 22205
ARLINGTON

1212	SOMMERGREN RICHARD	536-4717	3
1213	[illegible]MAEL FRANK P	536-5886	
1215	GEORGELL W M	536-5894	7
1217	CATRO VENERANDO J	534-6640	
1405	BLZNICAPO JAMES J	532-1522	+1
1408	GOSNELL CAROL ANN	536-5823	
	GOSNELL JAS R	536-5826	
1413	XXXX	00	
1414	CONNER B	241-1009	9
1417	HUDSON H A	536-5772	
1418	CUTTLER RICHARD S	536-5950	
1421	PRATT GEO L REV	536-7056	
1422	WYATT KAREN	522-3515	0
	WYATT MICHAEL K	532-3515	7
1503	SONECTER RICHARD P	533-9810	4
1503	PATE JOHN R MD	536-6176	
1506	WALSH THOMAS	522-3242	+1
1507	SMITH HENRY M	536-[illegible]	
1510	COHEN C MARIE	536-6251	4
1513	CAFUTHERS DONALD S	536-5600	
1516	CHENEY M L PROF	536-5720	2
1519	BRUCE JAMES T	533-7723	7
1524	BASHIAN RONALD S MD	534-3555	8
1525	PEACE LEWIS P	533-9846	+1
1530	LONDREGAN EDW W JR	536-6007	5
1531	ROSEMAN HARVEY N	536-5617	
1536	DEAN BENJ H CDR	536-5645	
1537	CROKE MARK I	534-0846	+1
1542	MARSHALL THORNTON	525-6536	4
1543	COAR NELSON H JR	534-9225	+1
1548	HAWTHORNE R CARLTON	536-5739	
1549	TYLER C J TSGT	538-4086	8
1554	RIS CHARLES H JO	532-8642	6
1558	GRAVES E E	536-5136	6
1600	MORRIS JAMES M	538-2728	6
1604	XXXX	00	
1606	LANSI ANTHONY	534-9143	8
1607	SHAY JEROME W	536-7067	0
1612	KINSLEY DONALD M	536-6535	
1700	WAITLES ROBT S	536-8663	5
1701	MEGGEN HERMAN F MRS	536-7321	
1705	PENNISTON A S	538-4139	
1707	XXXX	00	
1712	DUDLEY EARL C JR	538-6570	7
1713	LOCKARD JAMES R	534-4892	9
1800	LOWENTHAL JMR	533-9828	+1
1801	CARR PAUL E	536-7383	9
1806	LOMBARDO FRANK J	536-7760	
1811	AHALT J DAWSON	538-7257	+1
1814	SAINEN ROBERT E	536-7733	
1820	WALLACE CHAS E	536-6693	
1821	ALMAND SVENSON H	536-8518	
1825	BROWN PAUL D	536-6068	
1901	XXXX	00	
1906	BOWYER MARK	534-3445	9
1910	STJOHN JAMES E	241-1125	0
1913	BARNETT ALGO F	522-6018	+1
1914	ANDERSON CAMDEN J	522-2441	+1
	DIX RICHARD	534-3183	+1
1917	XXXX	00	
1918	XXXX	00	
2002	ROSENBERG STEVEN M	243-4168	3
2003	WOODWARD [illegible]	522-3393	4
2004	ENDERS EDGAR R	536-2006	+1
2005	EGLIN BRUCE M	534-8739	5
2006	LINDUM CHARLES A	241-8276	9
2009	INGLES J	536-4625	4
2012	WALTON DOUGLAS K	536-5917	
2013	HOUSTON H	532-2851	7
2016	BROWN CLIFTON A JR	536-9209	

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1982 OWNERSHIP

JEFFERSON N 22205
ARLINGTON

1205	SCHLESINGER H L	241-9165	1
1206	JOHNSTON NANCY	534-4150	9
1209	BERGER EDWARD E	536-7018	+2
1212	SONNENBERG RICHARD	536-4717	2
1213	ISHMAEL FRANK P	536-5986	
1216	GETCHELL W M	536-5924	7
1217	CAFFO VENERANDO J	938-6840	
1405	BLANCHARD JAMES J	532-1522	+2
1408	GOSNELL CAROL ANN	536-5629	
	GOSNELL JAS R	536-5629	
1413	XXXX	00	
1414	CONNER B	241-1009	9
1417	HUDSON N A	536-5772	
1418	CUTTER RICHARD S	536-5830	
1421	PRATT GEO L REV	528-7056	
1422	WYATT KAREN	532-3515	0
	WYATT MICHAEL K	532-3515	7
1500	SCHECTER RICHARD P	533-9950	4
1503	PATE JOHN R MD	536-6176	
1506	WALSH THOMAS	532-3242	1
1507	SMITH HENRY H	525-6304	
1510	CORBIN C MARIE	536-6251	4
1513	CARUTHERS DONALD C	536-5660	
1516	CHENEY H L PROF	536-5728	
1519	BRUCE JAMES T	533-7723	7
1524	BASHIAN RONALD S MD	534-3555	8
1525	REACE LEWIS P	533-9646	1
1530	LONDREGAN EDW W JR	536-6007	5
1531	ROSEMAN HARVEY R	536-5817	
1536	DEAN BENJ H COL	536-5645	
1537	CROKE MARK I	534-6646	1
1542	MAREFAIRCLOUGH J	237-0959	+2
	WALKER RALPH S JR	237-0959	+2
1543	EGAR NELSON H JR	534-9225	1
1548	HA[illegible]MORAE R CARLTON	536-5739	
1549	TYLER C J 1SGT	538-4036	8
1554	RIS CHARLES H JR	522-8642	6
1559	GRAVES E E	536-5138	6
1600	MCARIS JAMES M	538-2726	6
1604	XXXX	00	
1606	LAUSI ANTHONY	534-3143	6
1607	SHAY JEROME W	536-7067	0
1612	KINGSLEY DONALD M	536-6535	
1700	WATTLES MORT S	536-4663	5
1701	MEDDEN HERMAN F MRS	536-7321	
1706	PENNISTON A S	536-4128	
1707	XXXX	00	
1712	DUDLEY EARL C JR	538-6570	7
1713	LOCKARD JAMES R	534-4492	8
1800	STUART G N	522-2372	+2
1801	CARR PAUL E	536-4263	9
1806	LOMBARDO FRANK J	534-7160	
1811	AHALT JOHNSON	525-7167	1
1814	SKINNER NORMAN E	528-7733	
1820	WALLACE CHASE	536-8493	
1821	ALBANO WILSON H	536-6318	
1825	BROWN PAUL O	536-6666	

Assignment: Analysis of Home Owners

Directions: Study the listings of home owners for the seven different years for each house your group studied. Each student in the group should complete this assignment. (Count multiple ownership of one house as one owner). Write the number of houses in your group's portion of the block in the first blank of questions 1-6. When completed, the other 3 groups will report on their portion of the block. Total all 4 quadrants of the block and record this number in the space after the word "total."

1. How many houses had one owner only from 1955 - 1982?

_____, _____, _____, _____ = total_____

2. How many other houses had one owner only from 1970 - 1982? (not counting houses in #1 above):

_____, _____, _____, _____ = total _____

3. How many other houses had only one owner from 1955 - 1964?

_____, _____, _____, _____ = total _____

4. How many houses had 4 or more different owners from 1955 - 1982?

_____, _____, _____, _____ = total _____

5. How many houses had only 2 owners from 1955 - 1982?

_____, _____, _____, _____ = total _____

6. How many houses had only 3 owners from 1955 - 1982?

_____, _____, _____, _____ = total _____

Conclusion of Analysis of Home Ownership

Directions:

Individual Work: Analyze the data for totals to questions 1-6 above. Complete the following assignment:

Write a paragraph on your conclusions about the stability of these two blocks. Explain your reasons for concluding the blocks were stable (little change in ownership overall) or unstable (much change in home ownership).

FOR THE TEACHER: Analysis of Home Owners in the 1400 - 1500 North Jefferson Street blocks.

House Number	Number of owners, 1955-82
1405	3
1408	1
1413	2 (vacant since 1976)
1414	3
1417	2
1418	1
1421	2
1422	5
1500	3
1503	1
1506	2
1507	2
1510	2
1513	1
1516	2
1519	2
1524	2
1525	6
1530	2
1531	2
1536	3
1537	4
1542	3
1543	2
1548	1
1549	5
1554	4
1559	3

FOR THE TEACHER: Analysis of Home Owners - Answers to Questions 1 - 6, first assignment.

1. How many houses had one owner only from 1955 - 1982?

   Total = 5

2. How many other houses had one owner only from 1970 - 1982? (Not counting houses in #1 above)

   Total = 9

3. How many other houses had only one owner from 1955 - 1964?

   Total = 10

4. How many houses had 4 or more different owners from 1955 - 1982?

   Total = 5

5. How many houses had only 2 owners from 1955 - 1982?

   Total = 11

6. How many houses had only 3 owners from 1955 - 1982?

   Total = 7

APPENDIX I

Selected Bibliography for Architectural Features and Style

Blumenson, John J., Identifying American Architecture: A Pictorial Guide to Styles and Terms, 1600 - 1945, Rev. Ed., Norton, 1981.

Briefly lists various styles, pictures and picks out particular characteristics by number. A good item to use as an architectural field guide to American architecture.

Foley, Mary Mix, The American Home, New York: Harper and Row, 1980.

A good resource with illustrations of style, explanation of features. Good for contemporary American houses, including the split level.

Kassabaum, Douglas, Good Old Houses Neighborhood, Ann Arbor: Educational Designs, Inc., 1981

An inexpensive booklet of twelve architectural styles presented on black and white illustrations. Brief explanations identify specific features, general location of each style, and color scheme for external decoration.

Poppeliers, John, Chambers, S. Allen, & Schwartz, Nancy B., What Style Is It? Preservation Press, 1977.

An inexpensive, compact survey of American architecture. Photographs of outstanding examples of the various structures and an explanation make this a very helpful resource. A glossary with a few drawings add to the usefulness of this book.

Rifkind, Carole, A Field Guide To American Architecture, New York: New American Library, 1980.

Designed to be a "carry along" guide, this book divides itself into several sections: Residential (architecture), Ecclesiastical, Civic & Commercial, and Utilitarian types. Within each division are historical periods from the Colonial to 20th century. Each section has many pictures, facades, sketches and architectural renderings to illustrate the type and period under discussion. Textual materials are sparse, but plenty for the many illustrations that follow each written explanation.

APPENDIX II

Using the Real Estate Assessment Office to Locate Data About Property in Arlington County, Virginia

The Real Estate Assessment Office, located in the Arlington County Court House, Room 12 (basement) has a complete record of all property in Arlington County. With the house number and the name of the street, a clerk will pull a card for you on any property. These cards (see sample card which follows), tell the history of ownership, assessments, and improvements on the property. These cards were begun in 1951 so it will not be possible to locate assessments prior to that date. The names of all owners after 1951 are readily available. The assessments have been made on a yearly basis since 1975. Prior to 1977, the assessment was 40% of the fair market value, since 1977 they are listed at 100% of the fair market value.

The Real Estate Assessment cards have information about the construction materials, exterior and interior finish, roofing materials and the number of bathrooms. On the back of the card is a record of building permits issued since the initial construction and the purpose of the permit. A house which had been damaged by fire would be noted in the building permits section.

The back of each card has a section headed "Photo." This shows the date, deed book volume and page for property from the dedication of the subdivision to the building of the house (called "Improvements" on this card). If the property was owned prior to 1951, this is the section you would look at for transactions, deed book volume and page to trace the history of ownership.

The information gained from using the Real Estate Assessment cards is invaluable in studying neighborhoods and selected houses within them.

SAMPLE REAL ESTATE ASSESSMENT CARD

Lot 8 Resub. Parc. A-2
Resub. Munson's Addn.

3-C | 02-081-006 | R-10
MAP NO. | ACCOUNT NUMBER

RECORD OF OWNERSHIP	DB., Pg.	DATE	CONSID-ERATION
MUNSON, WILLIAM REED & GRACE SMITH 5804 - 37th St., N. 2667080-067	Resub. 1531/506	1963	
GENERAL DIVERSIFIED ENTERPRISES CORP. 2317 Wilson Boulevard	Munson 1543/274	1964	30,000 w/others
WALLS, JAMES H. AND DOROTHY M. North, 22207	Gen. Div. Ent. Corp. 1577/116	1965	44,000
CURRENT OWNER'S NAME ADDRESS	Walls 1854/757	1974	79,000

LAND AREA: Address
Sq. ft. 10,000
Acreage

Year	Value of Land	Value of Improvements	TOTAL VALUE
1951			
1964	~~1200~~		~~1200~~
1965	~~2200~~	~~12620~~	~~14820~~
	1965 REASSESSMENT YEAR		
1966	~~3400~~	~~12000~~	~~15400~~
1968	4200	11740	15940
1971	5000	14140	19140
1974	6080	18680	24760
1975	~~6040~~	~~22320~~	~~28360~~
	~~02-084-006 LAND 7,060~~		
	~~IMPR 25,230~~		
	~~1975 TOTAL 32,260~~		
	~~LAND 1,120~~		
	~~IMPR 26,120~~		
	~~1976 TOTAL 27,420~~		
1976	8120	27240	35360
	02-084-006 LAND		23,500
	IMPR		80,100
1977	TOTAL		103,600
	02-084-006 LD		20,800
	IMPR		81,500
	1978 TOTAL		102,300
	02-084-006 LD		40,800

REMARKS: Resub. Parc. A-1 Resub. Parc. A

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BEST COPY AVAILABLE

Back of Sample Real Estate Assessment Card

USE		CONSTRUCTION		EXTERIOR FINISH		INTERIOR FINISH		ROOFING		GEN.
Dwelling ✓	1	Wood Frame	1	Wood Siding	1	Plaster	1	Comp Sh. ✓	1	Year Built
Store	2	Steel Frame	2	Brick	2	Wall Board ✓	2	Slate	2	# Rooms
Service Station	3	Tile-C Blk.	3	Asb. Wood	3	Ceiled	3	Asbestos	3	# Stories
Garage	4	Brick ✓	4	C. Blk.	4	Panel	4	Metal	4	Foundatio
Factory	5	Mill	5	Stucco	5	Tile	5	Tar. Grav.	5	Floors
Other		Reinf. Conc.	6	Other		Other		Other		Porch
		Other						Calc J.		

1980 TOTAL 148,[illegible]

Bathrooms 2

C2-084-006 LD IMPR 53,800 107,300 161,100

1981 TOTAL

C2-084-006 L 54,100 I 113,400 172,500

1982 TOTAL

PHOTO

1963 - Resub. 1514/282
1959 - Resub. 1367/460
1958 - Ded. 1343/12

MAIN BUILDING CALCULATIONS

Building Classification

Building Dimensions		sq.		ft.	Unit Factor	TOTAL
	X	—		X	—	
	X	—		X	—	
	X	—		X	—	
	X	—		X	—	

Reproduction Cost

Depreciation

Obsolescence — Net Condition

TOTAL VALUE MAIN BUILDING: $

ADDITIONAL IMPROVEMENTS

USE		Construction	Condition	Size or Remarks
Garage				

APPRAISED VALUE ADDITIONAL IMPROVEMENTS $

APPRAISED VALUE ALL IMPROVEMENTS $

APARTMENTS

UNITS		RENTALS	SERVICE FURNISHED
1. Rooms		$	Heat
2 Rooms			Water
3. Rooms			Lights
4. Rooms			Gas
5. Rooms			Janitor
TOTAL UNITS			

Notes:

LAND

Lt.	Bk.	Zoning	Area in Sq. Ft.	Rate Per Sq. Ft.	APPRAISED VALUE
		R-10			

TOTALS Sq. ft. $

BUILDING PERMITS

No.	Date	Kind	Amount	% of Comp.
36058	4/15/64			

RECAPITULATION

Appraised Value	
LAND	
BLDGS.	
TOTAL	

-42-

50

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APPENDIX III

Tracing Deed Titles in Arlington County, Virginia

Tracing the ownership history of property can be an interesting and challenging activity for teachers or students. The documents to be used for this study are located in the Arlington County Court House, 1400 North Court House Road, Arlington, Virginia. It is a task that requires time and patience.

First, one should go to the Arlington County Court House, Real Estate Assessment Office, Room 12 (basement). You will need the address (house number and street) of the property. With this information, the clerk in this office will be able to pull for you an assessment card on which is recorded the volume of the deed book and the page on which the deed begins. In addition to this data, the card also has dates and parties involved for each transaction pertaining to this property. Although these cards were begun in 1951, there is information in a section labeled "Photo" of transactions, deed book volume and page number prior to 1951. Copy all the deed book volumes and page numbers for each property from the assessment cards beginning with the most recent and working back in time.

You will then take this information to the Recording of Deeds Office, Room 400, (4th floor), Arlington County Court House. You will find all the deed books arranged in numerical order. There are over eight hundred volumes. You should locate the deed book for the most recent transaction, it will be the highest volume number, turn to the page noted, and find a photostate copy of the deed. You may find reference within a specific deed of another book, not noted on the assessment card. This could refer to a second trust on the property. Working backwards from the present, it is possible to trace the ownership of properties using these documents.

There is a voluminous alphabetical index of deeds, the Grantor Index to Deeds in Room 400. You must know the name of either the seller or buyer in order to use this index. Each volume of the index is divided into sections with an index preceeding each section, listing last names of sellers or buyers and the page of the index on which you will find a more detailed entry noting the deed book volume and the page number. The Grantor Index to Deeds begins at January 1, 1951 and goes to the present.

Tracing the ownership of properties located in Arlington County, Virginia, requires time and a certain amount of strength as the deed books are quite heavy. Their removal and replacement is made easier by the use of a roller-type shelving. One can become so absorbed in reading these deeds that time expires on the parking meter.

APPENDIX IV

Collection of Documents in Office of the Arlington County Manager

A collection of documents, reports and information pertaining to the government of Arlington County, Virginia is located in a room adjacent to the office of the County Manager. The office is in Room 204, Arlington County Court House. This collection is in need of further cataloging and organization. The card catalog is arranged by the Library of Congress system, however, it is incomplete. The documents stored in this library are available for teacher use. There is a table and chairs to make researching more comfortable. Facilities for photocopying a limited number of pages is available at no expense. Listed below is a sample of the types of documents shelved in this library:

- Annual Reports from the 1940's to present
- Report of Public Debt
- Reports of Governmental Organization
- Report of Audits - 1933 to present
- Report of Potomac River Basin 1963, Vol. I-VIII
- Proposed County Budgets - 1935 to present
- Adopted County Budgets - 1935 to present
- County Planning
- Annual Reports of County Departments of:
  - Recreation & Parks
  - Inspection
  - Public Utilities
  - Child Care Counselor
  - Libraries
  - Public Welfare
  - Public Service
- Acts of the Virginia General Assembly - 1927 to present

In order to effectively use this collection, a researcher should allow sufficient time to search for information desired. Specific educational activities could be prepared using selected pages from these documents. These activities could enhance the students' understanding of Arlington County's history and development.

Suggestions for Organizing a Block Study

1. Distribute the field trip permission slips in advance of the field trip. Prepare for at least two alternate dates in case of inclement weather on the first date.

2. Write a letter to the residents of the block(s) to be studied. Explain to them the purpose of the field trip, the objectives your students will achieve, and the process of the block study, from the students' standpoint. You might wish to include some personal information regarding your teaching position. You should include a telephone number at the school for them to respond with comments. Duplicate sufficient copies for distribution on the date of the field trip. (A sample is enclosed).

3. Since the natural human tendency is to look at the houses on both sides of a street, one might consider selecting a block with that in mind. The maps should show the houses on <u>both</u> sides of the street, rather than a single block, or all four of its sides.

4. Before the Photo Study field trip, distribute drawing paper to students and ask them to draw a picture of their own house for homework. This drawing should illustrate the variety of architectural features in the house. This activity will serve two purposes. One, it will help the students to learn to <u>use</u> the vocabulary words and two, it will help to indicate the students with talent in sketching.

5. If cameras are not owned by the school or the school system, students could be encouraged to volunteer to use their own camera with film purchased for them.

6. It is important that accurate records should be kept of the photographs taken. When the film has been processed, the negatives can be confusing to identify without such records as many blocks have houses similar in style.

7. Since it takes longer to sketch a doorway or other architectural feature than to photograph, if possible, have more than one "sketcher" per group.

8. The Architecture Vocabulary list (see Lesson 4) may be changed to reflect specific architectural features found in any block to be studied.

Other Activities Related to a Block Study

1. Have students describe the interior features of their own home for the purpose of establishing an "age" for the house.

   Examples: interior doors, stair rails, stairway trim, molding around ceiling, hardwood flooring, plastered walls, window trim, bathroom tile

2. Students could research the history of their own house or perhaps an old house within their neighborhood. Using city directories and/or the Haines Criss Cross Directory, deed titles, or the real estate assessment records will give them a variety of research experiences.

3. Students could sketch exterior architectural elements of a house and identify it with a specific element of a style period. These could be modern adaptations to older styles.

4. Students could sketch or photograph specific architectural elements of their own home and compare these to similar elements found in famous buildings in their community, in history books, or other locations. For instance, the use of a particular style of column in a home could be compared to a column in the Lincoln Memorial.

5. Students could look in the current newspapers at real estate advertising for the purpose of analyzing these houses for architectural style. A study could be conducted on the "most popular style" house for sale in a local area. Students who have lived in a different location could share information on housing styles they have seen. Photographs of houses in different locations would enrich this activity.

6. A local architect could be contacted to serve as a guest speaker on the influences on architectural style in the community.